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AUTHOR Boytim, James A.
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ABSTRACT

Dickinson College has operated the Program for Education, Enrichment, and Recreation (P.E.E.R.) for 66 children ages 7-11 since 1968. The program operates for an 8-week summer session for elementary school children who may benefit from a supervised, structured, small group experience. Swimming instruction is provided along with other sports, arts and crafts, reading sessions, field trips, and camping trips. A staff is selected each year to operate the program, including a coordinator with professional background, a student director, and 11 Dickinson College student counselors. Each counselor works with an age group of either boys or girls in a ratio of one counselor to six children. In addition, a lifeguard teaches swimming and supervises the pool area. Students are selected based on recommendations from teachers, counselors, staff of Cumberland County Children and Youth Services, or any professional who feels a child might benefit from the experience. Other higher education institutions are encouraged to find ways that will work on their campuses to provide supervised programs of education, enrichment, and recreation for children. (A P.E.E.R. brochure, list of program goals, evaluation form, training schedule, list of area responsibilities, and sample weekly schedule are included.) (ABL)

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P.E.E.R.: DICKINSON COLLEGE'S SUMMER GOWN/TOWN PROGRAM FOR ELEMENTARY CHILDREN

Prepared for presentation at the
1990 Convention of the
American Association for Counseling and Development
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by
James A. Boytim, Ed.D.
Assistant Professor of Psychology
Dickinson College
Carlisle, Pennsylvania 17013
Telephone: 717-245-1577

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P.E.E.R.: DICKINSON COLLEGE'S SUMMER GOWN/TOWN PROGRAM FOR ELEMENTARY CHILDREN

Summary: Dickinson College has operated a Program for Education, Enrichment, and Recreation (P.E.E.R.) for sixty-six children ages 7-11 since 1968. The presenter will describe this unique program, student selection, staff training, college support, and budget. Suggestions will be offered to those interested in starting similar programs on other college campuses.

Goal: To encourage other higher education institutions to work with local United Way organizations and school personnel to provide summer developmental guidance programs for worthy children.

Objectives: 1) to describe Dickinson College's P.E.E.R as a model for other institutions to consider; 2) to provide a slide overview of how P.E.E.R functions; 3) to provide a handout on how to get similar programs started and to conduct a discussion period with attendees.

P.E.E.R.: DICKINSON COLLEGE'S SUMMER GOWN/TOWN PROGRAM FOR ELEMENTARY CHILDREN

INTRODUCTION

Welcome to this program of the Cincinnati Convention of the American Association for Counseling and Development, sponsored by the American College Personnel Association, a division of AACD. As summarized in your program book for the convention, Dickinson College (a four year liberal arts institution located in Carlisle, Pennsylvania, with a history of existence that can be traced to the year 1773) has operated a Program for Education, Enrichment, and Recreation (P.E.E.R. or PEER) for sixty-six children of the age range 7-11 since 1968. It is my intention to use these forty-five minutes to describe this unique program, how the children are selected, as well as staff selection and training, college support, and budget. By providing an overview and a slide presentation that will highlight several features of this program, it is my purpose to encourage other higher education institutions to work with local United Way organizations and school personnel to provide summer developmental guidance programs for worthy children. A handout will be provided later in the program to provide information that may be useful for those who might wish to start similar programs on your campuses. Time permitting, we will close with a discussion period, when those of you who may sponsor similar summer programs will be encouraged to comment on your successes. With a convention theme of "Global Visions - Celebrating Diversity, Creating Community," it is my hope that institutions of higher education will create new opportunities to use their facilities during the summer months to meet the needs of children from the surrounding communities for a structured, fun-filled time of learning, enrichment, esteem building, and supervised recreational opportunities. For those in attendance who like the concept but lack a nearby institution of higher education, alternative approaches may be considered as well.

THE PROGRAM

PEER was initiated by the Chaplain of Dickinson College in 1967 and has operated continuously since that date. However, in 1978, the program

was placed under the supervision of the staff of the Office of Student Services and continues to operate out of that office.

This program operates for an eight-week summer session for elementary school children who may benefit from a supervised, structured, small group experience. Swimming instruction is provided along with other sports, arts and crafts, reading sessions, field trips, and camping trips. Each year a staff is selected to operate the program, including a coordinator (professional background, such as a school principal, reading specialist, or elementary counselor), a student director (a student who has served as a PEER counselor), and eleven Dickinson College student counselors. Each counselor works with an age group of either boys or girls in a ratio of one counselor to six children. In addition, a lifeguard teaches swimming and supervises the pool area.

In a few minutes, I will turn to the slides to illustrate the program in greater detail, but for now let me continue with this overview by sharing how the children are picked for PEER.

STUDENT SELECTION

Approximately sixty-six children are chosen each year for the program from recommendations received from teachers, counselors, staff of the Cumberland County Children and Youth Services, or any professional who feels a child might benefit from the experience. In March, with the assistance of local school counselors, information about PEER is provided to teachers of elementary school children. Recommendations are encouraged for those children best suited for the program. The objectives for each child are to develop

- individual and small group social skill building experiences
- ability to relate to peers in appropriate interactions
- ability to relate to leaders in appropriate interactions
- elementary swimming skills
- a broader knowledge of the area and country through field trips and reading
- respect for others (both persons and property).

A committee of elementary school counselors, a home and school visitor, and the coordinator of PEER meets in late March or early April to review the recommendations and establish priorities for inviting children to participate. (In recent years, a new church sponsored program has been invited to participate in these deliberations so that duplicate invitations to families can be avoided. SPY, for Summer Program for Youth, uses church facilities and counselors who are Carlisle college students home for the summer.) In April, teachers are asked to complete a pre-PEER evaluation form, a copy of which can be found in today's handout. In May, invitations to parents to have their children participate in PEER are mailed with the request to return a form indicating permission. Alternates are selected to replace those children originally picked that won't be attending the sessions.

STAFF SELECTION

One portion of the PEER staff contract reads, "You are expected to assist in interviewing and providing publicity for the [next year's] PEER staff." During the Fall Semester of a given year, former PEER counselors are encouraged to consider applying for the Student Director position for the next summer. Once those interested are interviewed, a decision is made and a new director is named so that new counselor recruitment can begin once students return to campus from the winter break. Signs and announcements in the Campus Clipboard are used to encourage new applications and the months of February and March are used for receiving applications and recommendations, conducting interviews, and sending out letters to those invited to serve as counselors for the new year. These invitations are mailed before spring break so that those not selected can use this time to begin seeking other employment for the summer.

Once the staff has been selected, orientation sessions are held and planning moves forward so that contracts are signed, state police clearances can be completed (required for those working with underage children in Pennsylvania), and final arrangements can be made for the start of training week that occurs prior to the start of PEER.

COLLEGE SUPPORT AND BUDGET

My handout for today's program will enclose a report updated just last week on Dickinson's in-kind contributions to the PEER program. Financial and accounting services performs all financial and accounting services for the program while the office of student services is the "base of operations" and provides secretarial support, office supplies, duplicating, and access to the college computer system. The college provides a van for field trips and the security office can be contacted for problems and emergencies. The media center provides films and other media equipment. Food service provides meals for the staff and a hot lunch for each child (seconds available) and will provide bag lunches for day trips. The counseling center professional staff is available to the staff upon request to discuss problems of children or to provide training sessions or consultation. The director of aquatics provides training sessions for the PEER staff, assigns a lifeguard for the time that PEER uses the pool, and serves as a consultant to the PEER staff.

The PEER program uses the college pool an average of two hours per day, with one hour set aside for PEER use each morning with "free swim" options available for the afternoon. The college gymnasium, including track, courts, equipment, and locker rooms, is available for general use. The ground floor of one residence hall is reserved for PEER use. Rooms are converted to eleven classrooms, one for each group of six children and one counselor. They can be furnished and decorated for PEER use and cannot be used for other purposes during the length of the program. One apartment is used for storage; a kitchen is available for special activities such as cooking and baking. The social hall, snack bar area, and a small auditorium are used for dancing, indoor games, parents' night show and refreshments, and film/video treats. The outdoor track facilities are used for the PEER olympics activities, while other playing fields are available for PEER use, as well.

The PEER staff is housed in a small campus residence hall, where for the summer it is renamed the "PEER House." No other groups of students or conference guests use this facility. Each counselor has a single room and the staff has full use of the house. Air conditioners and a television set are available for the group.

If PEER were to pay the room and board, lunch costs, and facilities use fees normally assigned to conference users, these in-kind costs would be, at current rates, $33,184.40. Add the salaries of the counselors and student director and the supportive services that are not assigned a figure, and one can see why Dickinson College can be proud of its investment in PEER. While the United Way of the Greater Carlisle Area is a major contributor and partner in this activity, and while miscellaneous donations are always accepted with gratitude, a review of budget figures found in the handout will show that Dickinson College continues to provide much of the financial backing for this summer day program for area children.

Is it worth it? Yes, in my opinion, and as the slides will show. The personal growth isn't just for the kids, although that is central to the program's purpose for existing. But the counselors grow, too, as you will see. How do the parents feel about the program? One letter sent from a parent last fall said in part about a 10 year old son, Chris:

"I just wanted to let you know that my son, Chris ____, really enjoyed the PEER camp program this summer.... [His] counselor, Pat _____, did an excellent job. In fact, Chris fell in love with him. Chris told me that he wished Pat could be his big brother.....The people who worked on the PEER program this summer did a great job! It saved me a lot of worry this summer knowing that Chris was involved in this excellent program while I was at work. It was a good learning experience for him. Please keep up the good work and thank you for allowing Chris to participate."

THE SLIDE SHOW

Let's turn to the slides I have assembled to give you a sense of the program through the participants themselves. I want to take you through a day of peer and to comment about special aspects of the program. When I finish, I will make a few closing comments and distribute the handout and use any remaining time for a short discussion session.

[For those receiving the handout only, what follows is a listing of this portion of the presentation.]

SLIDE SHOW OUTLINE

1. Training Week for Counselors - See handout for sample activities
2. Home Visits
3. A Day of P.E.E.R.
    a. Gathering
    b. Swimming
    c. Morning Group Exercise/Games
    d. The SPEERIT Stick
    e. Lunch
    f. After Lunch: Moving to Small Group Activities
    g. Reading: SSR [sustained silent reading]
    h. SPEERIT Reader Program
    i. Special Group Activities
    j. Parks, Other Short Field Trips
    k. Roller Skating
    l. Kids Speak Out
4. Special Features
    a. Peanut Carnival
    b. Parents' Night
    c. Counselor Retreat
    d. Field trips and Camping
    e. P.E.E.R. Olympics

CLOSING COMMENTS

In closing, let me repeat that my goal is to encourage other higher education institutions to find ways that will work on your campuses to provide supervised programs of education, enrichment, and recreation for children in your communities who would benefit from participation in such developmental guidance programs. Founded in the idealism of the 1960s, Dickinson's PEER concept has survived changing attitudes of college students and national policies. The program continues to evolve and take on a special character that reflects the personalities and goals of each PEER summer staff, yet, fundamentally, the program continues to be of a continuing spirit (SPEERIT?) reflected in a comment written last year by a former counselor:

"And finally, know that you are a part of the history of more than 20 years of people with the same kind of commitment to kids...."

Your students will benefit, as well, as seen in the quotations from a recent survey of graduates of Dickinson who served one or more summers as PEER counselors:

"My own self-confidence and sense of self-worth improved tremendously and my eyes were opened to 'real world' situations."

"I went into PEER thinking 'What can I do for my kids?' and I came out thinking 'I hope I've touched their lives as much as they've touched mine!'"

"One of the pictures I took of PEER kids from my group hangs on my wall in my office....Sometimes I think of those four kids, Billy, Scott, Barry, and Winkie, walking arm in arm through John Dickinson campus, and realize they are now in their mid-twenties, young adults who carry that summer with them as I do."

If any person wishes more information about this program, on behalf of Dickinson College and the PEER staff, I offer the following:

- My willingness to meet with you informally over the next few days to talk about PEER and to answer more questions to the degree that I can as an advisory board member and campus supporter of the program.

- An invitation to call Mary Watson Carson, Associate Dean of Educational Services at 717-245-1555, to respond to questions I can't answer or details of an administrative nature or to arrange for a short visit while the program is in operation should your travels take you near Carlisle this summer.

APPENDICES

On the pages that follow the reader will find selected samples of materials and reports used in the program. Left without numbers, in order, the paper concludes with the following items:

Sample information brochure (cover)
PEER Overview (history, program description, staff, and information)
PEER Basics (general information)
Pre-PEER Evaluation Form (teacher comment sheet)
Sample teacher recommended goals for one group of girls
PEER Training Schedule for Summer 1988 (sample - three pages)
PEER List of Area Responsibilities (special assigned duties for counselors)
Sample Weekly Schedule
Report on In-Kind Contributions of Dickinson College March 1990 (three pages)
One page of budget highlights for 1989, 1990, 1991 (United Way Budget Form)
Parent Evaluation Form
Quotations from PEER Counselor Alums (1989 Survey).

These materials were compiled with the cooperation of Dean Mary Carson and Josie Henry (coordinator) and with the assistance of LynnAnne Henderson, former PEER counselor and co-director of the 1990 program, former PEER counselor Kathy Vaclavik '89, Deborah Scher '91 (two year counselor '91), and especially Bridget Hewitt '90 (my teaching assistant 1989-90 and Dana Intern summer of 1989 who prepared the final copies of this paper). In addition, appreciation is hereby extended for the use of the slide library of PEER and the assistance of Jean Weaver of the Dickinson College Media Center for new slide preparation. Thanks are extended to Rae Ann Brougher and her assistants in the Dickinson Service Center for preparation of the final copy of this paper. If I missed any others, I thank them, too. But most of all, I thank all counselors and student directors who have served the children of Carlisle through their love, energy, caring, and enthusiasm throughout the history of the PEER Program.

THE PEER PROGRAM IS FUNDED BY DICKINSON COLLEGE, THE UNITED WAY OF THE GREATER CARLISLE AREA, AND CONTRIBUTIONS FROM LOCAL BUSINESSES, CHURCHES, CLUBS, INDIVIDUALS, AND STUDENT ORGANIZATIONS AT DICKINSON COLLEGE.

United Way

peer

PROGRAM FOR EDUCATION ENRICHMENT AND RECREATION

PEER OVERVIEW

HISTORY

PEER, Program for Enrichment, Education, and Recreation, was initiated by the Chaplain of Dickinson College in 1967 and has operated continuously since that date. In 1978 PEER was placed under the supervision of the staff of the Office of Student Services at Dickinson.

The Program

The PEER Program is an eight-week summer session for elementary school children who may benefit from a supervised, structured, small group experience. Swimming instruction is provided along with other sports, arts and crafts, reading sessions, field trips, and camping trips. Approximately sixty-six children participate from recommendations received from teachers, counselors, Children and Youth Services, or any professional who feels a child might benefit from the experience.

Staff

The staff for the PEER Program consists of a Coordinator (a professional staff person) and a Student Director (a Dickinson student with prior PEER experience). A staff of eleven Dickinson College student counselors are selected to work directly with the children. The Student Director and the eleven staff members must be Dickinson students who will be either returning to Dickinson in the fall or participating in a Dickinson recognized off-campus experience. In addition to that staff, a lifeguard teaches swimming and supervises the pool area.

For more Information

Please contact:

Mary F. Carson
Associate Dean of Educational Services
Holland Union Building
Dickinson College
Carlisle, PA 17013
717-245-1555

P.E.E.R. Basics

* Summer program, 8 weeks, 9:00 am - 3:00 pm
* 66 children, ages 7-12, 11 counselors, 1 Student Director, 1 Director (professional)
* 6 children / 1 counselor, 6 boys' groups, 5 girls' groups, age and gender specific
* Based at Dickinson College, staff consists of Dickinson students

PROGRAM GOALS:

1. To provide environments rich in opportunities for individual and group growth.
2. To build self-esteem through organized physical and social activities.
3. To enhance the motivation and confidence of PEER kids toward learning.

Child Recommendation Based On:

1. Potential to benefit from structured summer.
2. Need for improving self-esteem or socialization skills.
3. Need of exposure to the variety of activities and adventures offered by PEER.

Essential Ingredients

-daily swimming
-morning exercises
-crafts projects
-sports
-classrooms
-lunch
-field trips / van
-training week
-counselor creativity

Enriching Elements

-special events
-special interest groups
-SSR
-speerit stick
-PEER house
-retreat day
-daily ice cream
-parents' night
-lunch with Advisory Board

PEER RAP: "1,2,3,4, we're the best PEER staff there's ever been before
5,6,7,8, we're PEER kids and we're really great!
The PEER program is lots of fun,
'cause ALL the kids are NUMBER ONE!"

Pre-PEER Evaluation Form

Student's Name _____ Teacher _____
School _____

Instructions: Please check all areas in which the child needs support.

Social Skills
1. Needs to be more cooperative. _____
2. Needs to learn to compromise. _____
3. Needs to learn how to make friends. _____
4. Needs to learn an appropriate sense of values. _____
5. Others. _____

Emotional Skills
1. Needs to develop higher self-esteem. _____
2. Needs to develop self-discipline. _____
3. Others. _____

Behavior Skills
1. Needs to respect limits. _____
2. Needs to cope with teasing. _____
3. Needs to cope with frustration. _____
4. Needs to accept consequences of misbehavior. _____
5. Others. _____

Body Awareness
1. Needs to improve hygiene. _____
2. Needs to develop gross motor. _____
3. Needs to develop fine motor. _____
4. Others. _____

Learning Appreciation
1. Needs to learn to focus attention on an activity. _____
2. Needs motivation for reading. _____
3. Others. _____

General Comments:

Sample of teacher recommended goals for one group of girls:

Michelle

1. Learn to develop realistic goals.
2. Develop self-discipline.
3. Develop an ability to apply what she has learned.
4. Learn to focus attention and concentrate.

Tina

1. Learn to cope with teasing.
2. Learn to manage aggression and frustration.
3. Develop good hygiene habits.
4. Develop an awareness of how important clothing selection is.

Heidi

1. Develop a sense of identity.
2. Develop self-confidence.
3. Develop an ability to apply what she has learned.
4. Develop motivation for reading.

Rachael

1. Develop an ability to understand and share feelings.
2. Develop positive feelings about self.
3. Develop ways for organizing self.
4. Learn to focus attention and concentrate.

Tanya

1. Develop an ability to communicate well with others.
2. Learn to participate with children in groups.
3. Develop better gross motor coordination.
4. Develop better fine motor coordination.

PEER TRAINING SCHEDULE
SUMMER 1988

This orientation/training week was designed to meet the various needs of a PEER Counselor - both theoretical and practical. It is a full week of meetings and workshops but there will still be time for you to do your own planning. All staff are asked to have the first two weeks of activities planned by Tuesday, June 14. The WRITTEN schedule must be discussed with Josie or Susan. Feel free to talk with us as you develop ideas for crafts, games, trips, etc. (Don't worry - it's not as difficult as it sounds!!)

WEDNESDAY, JUNE 8

Arrive at PEER House

5:00 pm — Picnic/meeting at Josie's house

THURSDAY, JUNE 9

8:30 am — Multi-Media First Aid - Part I
Red Cross Office (140 West Pomfret Street)

12:00 — Lunch

1:00 — Staff Meeting - First Floor Lounge PEER House
1) Procedure for Supply Purchases
2) Phone Usage in HOUSE and Morgan
   a. monitor phones in Morgan Pit
   b. children may NOT use phones
3) Set-up time for test driving the van
4) Procedure for van scheduling
5) Assignment of areas of responsibilities

2:00-3:30 — Prepare Morgan facilities. Move kitchen, crafts, and camping equipment into appropriate areas. Inventory each area and make a list of supplies needed. Label the boys and girls bathrooms in Morgan Pit.

3:30-5:00
1) Complete Morgan preparations
2) Call parents to set up home-visits
3) Individual staff test drive the van with Susan

5:00-5:30 — Dinner

5:30-7:00 — STAFF MEETING - Bosler 221
1) Explanation of weekly log (Journal)
2) Explanation of weekly plans
3) Home-visit discussion. Do **NOT VISIT** homes alone. Susan is happy to accompany anyone on visits.
4) Special Interest Groups - **MONDAYS 1:30**

5) Field trip discussion
   a. Send a note home with each child explaining the trip to parents (especially if it is an all-day or overnight trip)
      1) give arrival & departure time
      2) will spending money be necessary - how much?
      3) is there any special type of clothing needed?
   b. Leave address and phone number with Susan - emergency
   c. Safety First, ALWAYS!!
   d. Money allocation
   e. Don't use personal cars for trips - VAN ONLY

7:00-??? Home-visits. Emergency cards, field trip permission slips, and Library cards must be explained and signed during visit. Remind parent and child that a bathing suit and towel are necessary for each day. Also, lost or damaged library books are the responsibility of child and parent. Children should report for PEER at 8:45 am at the stone wall in front of the Boyd Library.

FRIDAY, JUNE 10

8:00-12:30 Multi-Media First Aid - Part II. Red Cross Office.

12:30-2:30 Lunch, relax, work on Morgan Room, go shopping, sleep, whatever.

2:30 Staff meeting in Lounge

3:00-4:00 Staff meeting with College Administration in Bosler 221

4:00-5:00 Arrange home-visits

5:00-6:00 Dinner

6:00-7:00 Continue home-visits

SATURDAY, JUNE 11

Sleep in!!!!!!!

12:00-1:00 Lunch

2:00 PEER reunion...Learn what other counselors think of PEER. It's too late to back out now though. (ha ha) I'm sure you will hear a lot of interesting stories!!!

7:00 Meet at Library lawn (Kline if raining). We'll go over games and songs.
1) Bring questions, problems w/ home-visits, need for more activities or games, etc.
2) Weekly Staff Meetings - Mondays 6:00 Bosler 221

SUNDAY, JUNE 12

10:00	Leave for Laurel Lake Swim, hike, boat, eat, tan, burn, eat...generally have a wonderful, PEERfully time.

MONDAY, JUNE 13

9:00-12:00	CPR - Race for Life. Red Cross Office.
12:00-1:00	Lunch
1:00-2:00	Kline Center Pool (be prepared to swim)
2:30-3:30	Bosler Free Library
4:00-5:30	TBA
5:30-7:30	Staff dinner meeting - HUB sideroom
7:30	Complete home-visits

TUESDAY, JUNE 14

9:00	Meet at Library steps -first week Early Bird chosen
9:30-10:30	Kline Center Pool - Swimming Program
10:30-12:00	Games with Rick Faulk - on Morning Exercises field. FUN FUN FUN!!!!!
12:00-1:00	Lunch
1:00-2:30	Staff meeting in Lounge. Susan starts staff thinking about personal and group goals and expectations for the summer. Let's give these kids the best beginning possible! Susan and Josie will review first 2 week plans. Field trip scheduling
9:00 pm	Mandatory Moonlighting meeting! (the actual watching of Moonlighting is optional, please be at the meeting for a few last minute things!!!)

WEDNESDAY, JUNE 15

8:45-9:00	Children arrive for first day of PEER

PEER

List of Area Responsibilities

ARTS AND CRAFTS	Inventory supplies, order new supplies, keep crafts closet organized, be resource person for arts and crafts projects.
COOKING	Inventory supplies, order new supplies, keep materials organized and clean, establish schedule for use of facilities, be resource person for cooking projects.
ATHLETICS	Inventory and care for all athletic and camping equipment, arrange loan of intramural equipment, co-ordinate major PEER athletic events like the PEER Olympics.
AUDIO-VISUAL	Work with Media Center and local resources to select, schedule and show movies. Teach staff to run projector.
NEWSPAPER	Collect material from each group, assign writing projects, and compile into the famous PEER Sentinel for several publications.
OPENING EXERCISES	(Otherwise known as Morning Exercises) Coordinate morning exercises, teach new songs, plan all PEER games and activities following morning swimming. Encourage groups to participate, share songs and generally get enthused.
PHOTOGRAPHY	Someone with a camera who has the responsibility of taking PEER pictures and slides, which will be available for publicity and events.
SPECIAL PEER EVENTS	Responsible for dreaming up and planning major events for the entire group, includes such favorites as Rollerskating, the Scavenger Hunt, Dances, the Peanut Carnival and the PEER Olympics.
SWIMMING CO-ORDINATOR	Plans swimming lessons daily, divides groups into swimming lesson groups, and plans some special activities including determining random "free swim" days.

SAMPLE WEEK SCHEDULE

SSR = silent sustained reading

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	←	←	SWIMMING	→	→
10-11	←	←	MORNING EXERCISES	→	→
11-11:30	←	←	LUNCH	→	→
11:30-12	SSR	SSR	SSR	SSR	set-up
12-1	plant seeds	cooking	tour McDonald's	Laurel Lake with Dave's group	Peanut Carnival
1-2	"special interest"	kickball with Tina's group	Reep's grave	↓	↓
2-3	↓	"Kids' Speak Out"	arts 'n' crafts library	↓	↓

THE PEER PROGRAM
REPORT ON IN-KIND CONTRIBUTIONS OF DICKINSON COLLEGE
MARCH 1990

At a recent meeting it was suggested that the College update the July 1985 report of the "in-kind" contributions it makes to the program and make this information known to the Board and the United Way. Following is the information which has been compiled as of the current date.

The following offices assist the program in the ways which are indicated. It is difficult to put any dollar amount on these services.

1. FINANCIAL AND ACCOUNTING SERVICES:

   The College Business Office performs all financial and accounting services for the program. All financial records are kept by that office and monthly statements of the PEER accounts are furnished to the staff. Budget preparation for the College budget and the United Way Allocations Committee are done by that office. The payroll is prepared by this office and all payroll checks, as well as any other checks, are issued by the Business Office. Any purchasing by the program is channeled through the Purchasing Officer.

2. OFFICE OF STUDENT SERVICES:

   This office is the "base of operations" for the program. The Associate Dean of Educational Services oversees the selection of the staff and the functioning of the program. Office space is available in this office to the Coordinators of the program, and secretarial support is provided by the professional secretaries in this office. During the spring a great deal of secretarial work is needed, and during the functioning of the program, this office handles a number of telephone calls and personal inquiries. Some office supplies (ditto, copy machine, postage, etc.) come from this office. Access to the College duplicating center is through this office, and availability of a microcomputer and access to the College computer system are also through this office.

3. SECURITY:

   The PEER program is assigned a College van and is charged a flat rate of $.28 per mile for its use. The Security Office provides services to the program in case of emergency (i.e., an officer to help with a problem, a car to use for an emergency trip, etc.).

4. MEDIA CENTER:

The Media Center has been helpful to the program and has not charged for their services. From time to time films are shown to the children by media staff. The video/media equipment has been made available to knowledgeable student staff, and for the past three summers, groups of children have made PEER videotapes as part of the program's interest group activities.

5. FOOD SERVICE:

The program is charged for the meals for the staff (at the Dickinson student rate) and for the children. Food Service is extremely cooperative in providing special arrangements for PEER. For example, they will pack bag lunches or group picnic lunches for field trips. They will provide on-campus picnics or cookouts when the program requests such, and they will adapt the menu when the PEER Coordinators/Student Director suggest such. They also provide tours to any of the small groups.

6. COUNSELING CENTER:

The professional staff of the College Counseling Center is available to the staff upon request. The members have counseled with staff about problems of the children, and have offered their services to the student staff should they have personal concerns. They are also available to the Coordinators/Student Director for training sessions or consultation.

7. DIRECTOR OF AQUATICS:

The Director of Aquatics provides three training sessions for the PEER staff in their orientation period so that the staff will be prepared to work directly with the children. He is also often at the pool during the time that the PEER program uses the pool, and he serves as a consultant to the staff when needed. He also provides a lifeguard for the time PEER is assigned to the pool.

The following facilities are used by the program and no charge is made by the College.

1. Daily use of swimming pool. One hour set aside for the PEER program. Sometimes groups of counselors/children go for "free swim." Average use: 2 hours per day. (Rental fee: $89 per day x 40 days = $3,560)

2. General use of the Kline Center (track, courts, equipment, locker room). (Included in above Kline Center pool figure)

3. Use of 11 classrooms in Morgan Hall. Use of one apartment in Morgan Hall (for kitchen, storage, etc.). These rooms are assigned to the PEER program for the entire eight weeks, and are setup as classrooms. (Daily rent $28 per day x 12 rooms x 40 days = $13,440)

4. Use of the Holland Union Building facilities. For example, approximately four times during the program, the group uses the large meeting room, the Social Hall. (Rental fee: 4 hours or less $189 x 4 times = $756)

5. The group uses a College auditorium for the following:
   PEER Talent Show
   PEER Parents Night
   (Rental fee: $121 per time x 2 = $242)

6. The PEER Olympics are held on campus and at Biddle Field.

7. The playing fields are utilized by the small groups.

8. The staff is housed in Biddle House, a campus residence hall. The budget is charged only for room rent at summer school rates. The staff actually have single rooms, and the full use of the house. Board charges are at the summer school rate rather than at the rate charged to conference groups. (Summer school student board rate is $12.50 per day; conference rate is $18.90 per day.) There is a difference of $6.40 in these two rates. This accounts for a savings of $4,300.80 alone in board rate for the staff. ($6.40 per day x 12 staff x 56 days = $4,300.80)

   The above rental figures come to $17,242 with an additional figure of $4,300.80 on food charges for the staff for a total of $21,542.80. There are other costs which have not been figured in which would increase this total figure somewhat (i.e., room rates for staff lodging, etc.).

When conference groups come to the campus, they are charged $3.40 a day as a facilities use (activities) fee. This covers the use of meeting rooms, limited audio-visual services, Kline Center, and other recreational/conference facilities. The PEER program actually uses much more in services than the Conference groups use. However, if PEER were charged at the rate charged outside groups (not at the individual rental figures used above) the charges would be:

66 children x $3.40 per day x 40 days =	$ 8,976.00
14 staff x $3.40 per day x 56 days =	2,665.60
	$11,641.60

AGENCY:

Budget Form: 1

Support Revenue & Expenses	Fiscal 19 89 Last Year Actual	Fiscal 1990 This Year Budgeted	Fiscal 1991 Next Year Proposed
Public Support & Revenue— All Sources [4000-6999]			
1 0000 Allocation From This United Way	9,600	9,760	10,950
2 4000 Contributions	4,887	3,000	500
3 4200 Special Events			
4 4300 Legacies & Bequests (Unrestricted)			
5 4600 Contributed by Associated Organizations Dickinson	27,686	32,670	37,020
6 4700 Allocated by Other United Ways College			
7 5000 Fees & Grants From Government Agencies			
8 6000 Membership Dues			
9 6200 Program Services Fees & Net Incidental Revenue			
10 6300 Sales of Materials			
11 6500 Investment Income			
12 6900 Miscellaneous Revenue			
13 TOTAL SUPPORT & REVENUE (Add 1 thru 12)	42,173	45,430	48,470
Expenses [7000-9999]			
14 7000 Salaries	18,300	19,800	20,950
15 7100 Employee Benefits			
16 7200 Payroll Taxes, etc.			
17 8000 Professional Fees	365	70	360
18 8100 Supplies (includes board)	16,178	17,140	18,110
19 8200 Telephone		50	200
20 8300 Postage & Shipping			
21 8400 Occupancy - (Room & Insurance)	5,755	6,320	6,700
22 8500 Rental & Maintenance of Equipment			
23 8600 Printing & Publications			
24 8700 Travel (field trips)	1,365	1,900	2,000
25 8800 Conferences, Conventions & Meetings			
26 8900 Specific Assistance to Individuals			
27 9000 Membership Dues			
28 9100 Awards & Grants			
29 9400 Miscellaneous	210	150	150
30 TOTAL EXPENSES (Add 14 thru 29)	42,173	45,430	48,470
31 9691 Payments to Affiliated Organizations	-	-	-
32 Board Designations for Specified Activities for Future Years	-	-	-
33 TOTAL EXPENSES FOR BUDGET PERIOD FOR ALL ACTIVITIES (30 + 31 + 32)	42,173	45,430	48,470
34 TOTAL EXPENSES FOR ACTIVITIES FINANCED BY RESTRICTED FUNDS			
35 TOTAL EXPENSES FOR ACTIVITIES FINANCED BY UNRESTRICTED FUNDS (33 - 34)	42,173	45,430	48,470
36 EXCESS (DEFICIT) OF TOTAL SUPPORT & REVENUE OVER EXPENSES (13 - 35)	- 0 -	- 0 -	- 0 -
37 9500 Depreciation of Buildings & Equipment			
38 9900 Major Property & Equipment Acquisition ($ 1000 +)			

All Financial Information Rounded to Nearest Dollar

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Parent Evaluation

PEER Program 1989

Dear Parents,

We are interested in receiving your evaluation of the PEER Program and welcome any suggestions you may have. Please answer the following questions and have your child return the form to his/her counselor.

Please √ the correct answer.	Yes	No
1. Did PEER help your child get along better with others?	____	____
2. Would you like to see your child in the PEER Program again?	____	____
3. Did your child share PEER with you?	____	____
4. Did you feel there were enough different activities planned for your child?	____	____
5. Is there some part of PEER that was extra special to your child and you? Please comment.	____	____

_____

_____

6. Do you have any suggestions to improve the PEER Program? Please comment.	____	____

_____

_____

Thank you for your time.

Quotations From PEER Counselor Alums
1989 Survey

A counselor can expect to expand her capacity for love, patience and understanding. A counselor can expect to learn how to be spontaneous and to act intuitively - and to learn from mistakes.

Shed all inhibitions, have a ball, and LOVE THOSE KIDS!!!!

Dear incoming PEER Counselor:
You may not know it but you are in for one of the best summers of your life. You must like kids or you wouldn't be here, but you'll have the opportunity to really love them.

I went into PEER thinking "What can I do for my kids?" and I came out thinking "I hope I've touched their lives as much as they've touched mine!

...PEER made me seriously reconsider my desire to be a father. I learned that, above all else, caring for a young child is a responsibility, and secondly, a pleasure.

We gave our time, talents and energy and in return we were rewarded with laughter and a satisfaction in seeing beautiful children blossom under consistency, praise, and fun.

It was a very special summer of meaningful, growth producing relationships with children and staff.

A counselor will reap what he/she sows. The more a counselor really gets into the lives of the children - the more love and encouragement he gives - the more he will take away in fond memories and the knowledge that he may have given a child the extra touch that the child needed.

A humbling and rewarding experience.

After your summer as a PEER counselor is over and you pass PEER kids on the street or in the mall and their faces light up to see you- that's when you realize how important it is or was to be a friend to these kids.

I learned my own limitations, as well as talents I wasn't aware I had.

Your PEER summer is a special and magical time. Savor, enjoy, learn, and remember.

My own self-confidence and sense of self-esteem improved tremendously and my eyes were opened to "real world" situations like child abuse and people getting lost in the system.

One of the pictures I took of PEER kids from my group hangs on my wall in my office...Sometimes I think of those four kids, Billy, Scott, Barry, and Winkie, walking arm in arm through John Dickinson campus, and realize they are now in their mid-twenties, young adults who carry that summer with them as I do.

And finally, know that you are a part of the history of more than 20 years of people with the same kind of commitment to kids.